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THE ESSENTIAL SUPPORTIVE FUNCTIONS IN THE COLLEGE INSTRUCTIONAL PROGRAM.

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VISITS TO 70 JUNIOR COLLEGES RESULTED IN THE COMPILATION OF A LIST OF 21 FUNCTIONS WHICH ARE ESSENTIAL IN A BASIC STUDENT PERSONNEL PROGRAM FOR ANY JUNIOR COLLEGE, REGARDLESS OF ITS TYPE, SIZE, LOCATION, OR STAGE OF DEVELOPMENT. THESE FUNCTIONS MAY BE GROUPED INTO SEVEN MAJOR CATEGORIES--(1) ORIENTATION, INCLUDING PRECOLLEGE INFORMATION, CAREER INFORMATION, STUDENT INDUCTION, AND GROUP ORIENTATION, (2) APPRAISAL, INCLUDING APPLICANT APPRAISAL, EDUCATIONAL TESTING, AND PERSONNEL RECORDS, (3) CONSULTATION, WITH SUBCATEGORIES OF APPLICANT CONSULTING, ADVISING, AND COUNSELING, (4) PARTICIPATION IN COCURRICULAR ACTIVITIES AND STUDENT GOVERNMENT, (5) REGULATION, IN SUCH MATTERS AS RECORDS, ACADEMIC POLICY AND PROCEDURE, AND SOCIAL BEHAVIOR, (6) SERVICES OF PLACEMENT AND FINANCIAL ASSISTANCE, (7) ORGANIZATION, WITH RESPECT TO PROGRAM ARTICULATION, INSERVICE EDUCATION, STUDENT PERSONNEL EVALUATION, AND ADMINISTRATION. (WO)

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THE ESSENTIAL SUPPORTIVE FUNCTIONS IN THE COLLEGE INSTRUCTIONAL PROGRAM

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INTRODUCTION

After visits to 70 junior colleges throughout the country, our interviewers (by consensus) selected 21 of the 35 functions as comprising a basic student personnel program for the junior college regardless of its size, type, location, or stage of development. (Obviously, the extent and nature of implementations would bear a relationship to such variables.)

After reviewing the commonalities which seemed to exist among the 21 basic functions selected by the interviewers, I was able to categorize the functions into seven major dimensions. In this paper I will consider the special significance of the functions in each dimension as implied in the observations of the analysts and suggest some of the conditions under which effective implementation is most likely to occur.

FUNCTIONS OF ORIENTATION[1]

In the traditional residential college or university one thinks of orientation as applying almost entirely to incoming students. While this concept may be adequate for the private residential junior college,

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from: Administering Community College Student Personnel Services, report of the Fifth Annual Presidents' Inst., Midwest Comm. Coll. Leadership Prog., Ann Arbor, Mich., 1965.

it is not adequate for the public and community-oriented junior college. A number of characteristics of the community junior college suggest the need for broader view of orientation. Among these are the following: the recent emergence of the comprehensive concept of higher education as expressed in community junior colleges; the economic and geographic accessibility of the institution; the rapidity with which these new institutions are being established; the mounting pressure for education beyond high school; the number of students commuting daily from homes that have had no previous contact with college; the presence of a wide range of occupational curricula not found in more traditional institutions; and the wide range in ages, abilities, interests, and goals represented among applicants.

The community is the functioning environment of the student who attends the community junior college. An institution which claims to be of the people, by the people, and for the people must recognize that family members, friends, employers, professional personnel in various schools and agencies (as well as former students) play significant roles in the lives of students who attend the college. Indeed, as agents of orientation, their influence outweighs the influence of the college staff itself. Consequently, it is highly important that these agents of orientation have accurate information (and hopefully, positive attitudes) concerning the opportunities and the demands of attendance in the local community college.

If we translate a few of the characteristics of the junior college students into life situational descriptions, the need for a broader concept for orientation is immediately apparent Consider the number of students who commute daily from situations where they encounter resistence, if not resentment, from fathers whose education was limited to the eighth grade; struggle for emancipation from parents who would promise most anything to keep "their child" at home; experience guilt because their wives and children feel displaced by midterm papers and final examinations; work longer hours than necessary for employers who might ease the burden by using more part-time students; encounter friends and former teachers who ascribe status only to the pre-professional transfer programs.

When one views the social functions of the junior college, it is apparent that the opportunity function is hampered by the inopportune attitudes of an uninformed community, the efficiency function is partially negated by the number of disillusioned dropouts, the manpower function loses its reality in a tunnel-vision concept of "higher" education, and the citizenship function is stifled by those who conceive the purpose of college as teaching people to "think the way we think."

If creative orientation is to be implemented it must first recognize that college staff members act as agents of orientation on and off campus. The staff, therefore, must be well informed regarding the variety of college opportunities available and must be in sympathy with this broader

concept of high education. The observations of McConnell* concerning the probability of increased academic orientation among junior college staff members is particularly significant at this point. One can hardly expect the community to comprehend the comprehensive concept of higher education if a large segment of the staff is either poorly informed or resistive to this concept. In fact, a staff with these attitudes is not likely to develop curricula and courses for the variety of students they serve and they are not apt to discover that there is a productive road to quality without sacrificing standards in pre-professional curricula. The impact of their viewpoints upon students and former students holds particular significance for the attitudes informally transmitted to younger members of the community.

The potentialities of mass media, campus visitations, and conferences, and cooperative alliances with personnel invarious feeder schools and social agencies suggest the need for enlisting the assistance of key leaders with the community. These leaders acting in concert with members of the college staff and under competent coordination from a qualified staff member will find themselves engaged in something more fundamental than "public relations" and concerned about problems that run deeper than the usual concept of "institutional image." They will find themselves dealing with problems urgently related to achievement of fundamental goals within our society.

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*McConnell, T.R., State Systems of Higher Education. Paper given at Dorado Seminar, Puerto Rico, November 15 to 21, 1964.

FUNCTIONS OF APPRAISAL[2]

The non-selective college appraises its incoming students, but for reasons that differ from selective institutions. While the latter is forced to make decisions regarding the acceptability of students, the open door college is concerned (or at least should be) with effective placement of students in courses and curricula from which they can profit. "The right to try" is an expression of the opportunity function, however, it is not necessarily a carte blanche. There is a considerable need for students to have competent professional assistance based on a continuing appraisal of their progress and prospect for success in various courses.

Considering the diversity of experiences, background, abilities, attitudes, and goals and the complexities of career development, the need for an adequate longitudinal appraisal of personal development as well as a cross-sectional and comparative appraisal based on carefully chosen standardized tests is obvious. At the same time, the values of test data cannot be fully realized unless efforts are made to validate their predictability within the local college setting. A concentrated cooperative effort between the instructional staff and the student personnel staff is essential if such predictive data is to be developed.

Once the college has recognized the importance of accumulating adequate data as a basis for appraisal, they must then recognize the conditions for effective implementation. "Records for records sake" represent a sheer waste of staff energy. At the same time, translation

of recorded data into profitable use on behalf of the individual student presents a considerable challenge. Those staff members who are to make use of the records must also be involved in an active effort to determine the nature of the data that is needed. They must also be involved in a continuing evaluation of the accuracy, continuity, accessibility, and adaptiveness of the information.

The relationship between total life experiences and career development speak strongly for continuity and comprehensiveness in records. It seems quite likely that the strong tendencies toward unrealistic aspirations might be counteracted if these students were provided an opportunity to consider realistic alternatives with a professional counselor who is capable of introducing such alternatives at the right time. Such assistance will not emerge from records limited to a high school transcript and to a hastily completed admissions form nor will it spring forth from an extensive but jumbled mass of seemingly unrelated data.

With the increasing quality of secondary testing programs and the greater use of national or state wide testing programs in high schools, the junior college must avoid unnecessary duplication of testing results if the economy-function of the college is to be served. Some junior colleges justify their preferred battery of required tests on a basis of the need for institutional research data, however, it would appear that very few of these colleges seem to have launched any program of systematic research. In fact, the laudible efforts of American College Testing to provide a basic research service for colleges with limited

research facilities has been hampered by the lack of trained staff members within many colleges to interpret the significance of the results.

If one gives careful consideration to the variety of sub-groups within the student population he is likely to question the value of a "canned testing program" in such a setting. Does the candidate for mechanical technology need to take one more test to prove his inadequate mastery of the English language already reflected in high school grades? What do the grammar scores of a 35 year old evening student really indicate when compared with the scores of a student fresh from a high school English class? Should the potential honors student be subjected to the same tests as the student with a very limited potential? In short, after careful examination of high school transcripts, previous employment records, and other non-testing sources, might it not suggest the possibility of adaptive testing geared to the needs of various sub-groups within the student population?

FUNCTIONS OF CONSULTATION[3]

If we are committed to individual self-realization in our society and if we are forced to use mass education to achieve this goal, then every effort must be made to individualize and personalize the educational process. While our responsibility is clear, our efforts lack consistency, and our success is left primarily to the elastic measuring rods of opinion. The anonymity of urbanization, the insecurities of social and geographic mobility, the intensified conflicts among sub-cultural groups, the dramatic changes brought about by computer

technologies are but a few of the factors which speak strongly for personalization of the educational process. The junior college experience comes at a very critical time in the lives of students. Their decisions are apt to determine their life situational patterns for many years.

There is at least tacit awareness of these needs in most every college program. In general, everyone agrees that students deserve opportunities for periodic consultation with various staff members who might assist them in resolving a variety of problems. The agreement, at least in practice, seems to be less clear in matters concerning how often, what people, in which capacities, and under that circumstances should be available to discuss which problems with what students. Regardless of any organizational structure certain matters are clear. Most students will talk with instructors about their progress in his class. Many students will seek assistance in preparing class assignments more effectively. Some students will discuss various career possibilities with those instructors who share mutual interests with them and a few students will turn to instructors for assistance with a variety of personal problems. The main issue seems to be whether to depend primarily on faculty advisors for this assistance by assigning them a certain number of advisees or whether to depend primarily on counseling specialists. In reference to Tiedeman's discussion of commitment versus tentativeness in career development, it seems likely that faculty advisors will more frequently serve as agents of commitment and that professional counselors will usually be agents of tentativeness in career selection.

Part of the difficulty in capitalizing on the combined strengths of a faculty-oriented program and a professionally-oriented program stems from the very nature of individual personality. While in theory we can categorize problems by nature and by level and suggest that they require concomitant levels of training and experience from those who would assist; in practice, what first appears as a relatively simple solution frequently turns into a more complex one.

The nature and level of human concerns have an uncanny way of changing in the very process of their discussion. A faculty advisor who is discussing a possible change of curriculum may find himself confronted with complex attitudes of the student toward his family, toward peers, and toward himself as a person. If the advisor does not have a referral source available or if he lacks the inservice training to recognize when referral to a counselor is indicated, the student may not have an adequate opportunity to clarify his attitudes. Under these circumstances, the student is likely to switch his commitment to another field without adequate knowledge of the alternatives and with only a dim awareness of his underlying motivations. The manpower implications are considerable.

The processes of decision making are of considerable significance in the education of the individual. Decision involves not only information but also clarification of one's attitudes. Adequate decision making is enhanced by the individual's growing confidence in his ability to make satisfying decisions. Persuasive advice may resolve immediate problems but it also postpones the sense of responsibility for making decisions.

If faculty members are to be used as advisors in the junior college setting, it seems that several conditions are of importance in effective implementation. The advisors must demonstrate an interest in such responsibilities and a willingness to participate in a well-developed program of in-service training. They must have some reduction in their teaching loads so that they will have adequate time and will be inclined to attach a sense of significance to their advisory commitments. A nucleus of trained counselors should be available as referral sources. The advisors should be assigned advisees that have interests in the fields that are within their own specialities. They should not be assigned students who have not entered into a period of commitment to a career.

The diversity of problems likely to be encountered in heterogeneous population of the open door college and the complexity of decisions to be made at this time speak strongly for a sufficient staff of trained counselors. It seems likely that an institution which initiates its consultative functions with counseling specialists and then seeks productive ways of involving other members of the staff will develop a stronger program than one which skirts the problem by designating every staff member as a counselor with the idea of employing specialists if and when the need arises.

While many practitioners emphasize that group methods merely increase the numbers seeking individual attention, it would appear that many informational needs can be met in carefully selected sub-groups which share

common career interests, thus providing more individual time for counselors to aid students in clarifying their attitudes toward the information.

FUNCTIONS OF PARTICIPATION[4]

Since man does not live by classroom intellect alone, it is appropriate that the learning process by pursued outside the classroom. The term "social" when viewed in its broadest cultural sense and the term "involvement" which suggests interaction with others in the pursuit of common goals seems best suited to describe this dimension of student personnel work. Many critics of "student activities" have associated this term with the meaningless pursuit of shallow experiences (pantie raids, telephone booth gymnastics, and a variety of senseless endurance contests).

An effective program of social involvement must foster creative learning experiences which are matched to the responsiveness of students and to the nature of the institutional climate in which they operate.

Consequently, there are several characteristics of the community junior college and its students which have ramifications for the effective implementation of social involvement functions. Home dwelling students relieve the college of many in locus parentis responsibilities. Commuter students have a variety of competing commitments such as family, employment, organizational memberships, and previously established peer groups. Social, recreational, political and religious resources in the community satisfy many social involvement needs. The majority of the

students hold a highly transitory affiliation with the college and this sense of temporariness conditions their involvement in campus life. Continuity of student leadership is highly tenuous and there are no seasoned upper classmen to provide stability to activities or to perpetuate traditions.

Students who respond most readily to a program of organized activities in this setting are usually found among the "collegiate minded" students under 21. At the same time, certain informed and more spontaneous activities will attract some part-time, some adults, some evening and some married students. The significance here is that a social involvement program must be conceptualized in terms of a variety of important sub-groups within the population.

Vocationally oriented clubs hold particular significance for the junior college. The information atmosphere of the engineers club, the business club, or the pre-law club can be helpful in resolving conflicts between commitment to career and tentativeness in the appraisal of a career.

The citizenship function of the community college holds implications for social involvement of students. Experiences in self-government, participation in policy making decisions, planning budgetary expenditures, consideration of critical social issues, involvement in social and cultural events are all related to participation as an effective citizen. The constructive and satisfying use of leisure time is increasing in its significance as part of the education of college students.

Controversy can be used to enliven and enrich the intellectual life of the student. The increasing involvement of university students in social action groups and their readiness to demonstrate for causes, is having considerable impact upon our view of the extra-curriculum. Administrators who have thought that winning athletic teams, attractive student union buildings, well managed resident halls and a variety of recreational activities would "keep the troops from getting restless" are having to re-examine the purposes of their programs. Without belittling the contributions of these resources, one must acknowledge that they are not enough. If our student leaders are concerned with deeper social issues, then as education institutions we must teach the processes for constructive consideration of the issues.

Whether the social action trend will spread among community based junior colleges is not entirely clear. Certainly in those cases where it has developed, the reverberations within the community and the college have been considerable. We must recognize that certain factors complicate the problem for community junior colleges. Taxpayers living next door to <u>their</u> college tend to feel that the college must teach college youth to be "right thinking." Action groups within the community are not unaware of the potential recruits among <u>community</u> college students and the prestige of the college rostrum. Student leaders (almost without portfolio) can arise overnight if they are articulate about crucial issues; they can gain ready support for their right to be heard from those who are concerned with academic freedom, student freedom, and freedom of the press. Mass media within the community soon learn that

heated controversies within the college make good copy. When one mixes the everyday stresses that arise among board members, administrators, faculty and students, the potential explosiveness is immediately apparent.

All members of the college community must come to some common understanding of the education values of the social involvement functions and which kinds of activities are most likely tc achieve which goals. An engineers club may spend its time planning a dance to raise money for a bigger dance and seldom or never concern itself with examining the many facets of a career in engineering. A dedicated staff of students may work hard putting out a yearbook for fellow students, half of whom have withdrawn by the delivery date. In short, the participation functions must be continually evaluated in terms of the students they serve and the climate in which they operate.

If controversial issues are to be handled constructively, policies and ground rules must be established. The effectiveness of the policies in times of crisis will probably be in proportion to the previous involvement of representative members of the faculty, the students, the community and the administration in policy development. A college that is unafraid of controversy is the one most likely to make use of its educational potentialities and to prepare its students for a more effective and constructive citizenship.

FUNCTIONS OF REGULATION[5]

In theory each college determines its objectives and then establishes policies which implement its objectives. In practice, however, policies frequently emerge when a specific problem arises. In the urgency and expediency of such situations the relatedness of the policy to the basic objectives of the college is often overlooked or only tacitly considered. Under such circumstances inconsistencies are almost certain to arise.

By way of illustration, one might examine typical academic regulations to determine their consistency with the opportunity and the manpower functions of the junior colleges. The comprehensive community junior college usually claims to offer a wide variety of transfer and occupational curricula to those who have completed high school or its equivalent. The latter is usually interpreted to mean an open door policy. Implementation of the open door concept ranges from a laissez faire approach which (in the extreme) permits most any student to try any course which appeals to him, to the more controlled approach which says the student must have demonstrated his readiness for various courses by a variety of evidences stemming from appraisal of his previous achievement as well as his scores on selected standardized tests. More often than not the problem centers in the election of appropriate levels of courses commonly called pre-professional transfer courses. In either approach the question arises as to how much responsibility the institution holds and how much the student holds if he fails in elected courses (particularly if his failure is not primarily related to a lack of motivation and effort). Regulatory

policies enter the picture at this moment. Shall the student be dismissed? Shall he be retained only if he changes his program of courses? Or shall he be allowed to continue a self-selection process until he either succeeds or falls by the wayside? Which approach best expresses the opportunity function, the efficiency function, and the manpower function? What are the humanitarian ethics involved? How are these related to the problem of institutional integrity? There are no "pat" answers!

Until policies have been developed in such matters those who are to implement the policies and make the judgments are in a vulnerable position. Since members of the student personnel staff through admissions or registration procedures are considerably involved, the matter has particular relevance for the student personnel program and the resultant attitudes which the instructional staff may hold toward the student personnel program.

The conditions for effective implementation of regulatory policies and procedures necessitate (1) a thoughtful and continuing consideration of institutional purposes by all members of the college staff as well as by board members and administrators, (2) systematic procedures for implementing or revising policies with full consideration of their implications, (3) careful communication of the policies and regulations to all who will be affected by them, (4) periodic review of the regulations as new problems arise, and (5) the collection of empirical evidences regarding their worthiness. Under these conditions the college community can move forward with reasonable unity of purpose or at least with the absence

of gross inconsistencies. Under these conditions student personnel workers as implementers are less likely to become symbolized as "sleeping gate keepers," "social patrolmen," "hard luck welfare workers," or "procedural puppets." Such stereotypes negate much of their potential effectiveness with students and with faculty. Clarity of roles growing out of well defined policies and procedures that are consistent with institutional goals are mandatory.

FUNCTIONS OF SERVICE[6]

Those engaged in student personnel work must continually analyze the needs and emerging needs of students and participate in a unified effort if the institution is to develop resources for responding to these needs. Considering the nature of the student population in the community college both the financial assisting function and the graduate placement function assume considerable significance.

Even though the cost of attending a community college is usually held to a minimum both by its tuition policy and by its commuter accessibility, many students who attend have very limited financial resources. Many of them are conscious of a need (or a desire) to be economically independent of their parents and 20% to 25% have assumed marriage and family responsibilities. Studies of the work patterns of the students suggest that they will discontinue college attendance if their jobs are in jeopardy. Whether employment is a financial necessity for the large numbers of students who work is not entirely clear. In some cases, the need for parental emancipation is probably a strong factor. In either

case the pattern is to work while attending college and many students work more hours than necessary for their college attendance either because of a desire for the material benefits or because they cannot locate jobs requiring fewer hours.

It seems that few students are able to find employment that is related in any way to their career interests except where the college has developed a pattern of cooperative placement opportunities for those students enrolled in one and two-year occupational curricula. One cannot help but think of the potentialities for partial resolution of the conflict between commitment to an occupation and tentative attitudes which permit consideration of alternatives. For example, the ambitious student with limitations in theoretical concepts might offer challenges more in keeping with his interests and aptitudes than the scientific and mathematical demands on the engineer. Such opportunities, if they are to emerge, call for a creative partnership between business, industry, labor, and the college that is found in only a few communities.

Graduate placement for the non-transferring student is vital for the development of occupational curricula--not only as a response to student need but also as a basis for establishing effective liaison with the "consumers of the college product" and as a basis for follow-up evaluation of the adequacy of the college program. Also, the skills of community occupational survey are not well understood or applied in many instances, hence the job market is unrealistically appraised on a continuing basis.

The additional resources of health and housing are entering the picture in many of the larger and faster growing community colleges.

Students are tending to migrate toward colleges with a reputation for a strong program either in pre-professional and occupational fields. If increasing numbers of students live away from home while attending the community college, increased responsibilities will arise with the concomitant needs for adequate programs in health and housing.

Recent trends indicate that community members may seek assistance with a variety of educational, vocational, and personal problems even though not currently enrolled as students. Few community colleges make more than a tacit effort to assist these people, yet the manpower and the humanitarian responsibilities are immediately apparent. Student personnel staffs which have the resources must examine their potential contributions in providing counseling services for non-students and in establishing strong liaison relationships with other community agencies concerned with the problem. Implementation of this function could lead to additional subsidy for adequate staffing at the local, state, and federal levels.

FUNCTIONS OF ORGANIZATION[7]

One who has read the analytical papers carefully and has considered their manifold implications for student personnel programming is struck by the importance of full and effective use of the available resources within the college. Our national appraisal suggests that junior colleges have limited resources for effective programming. It also indicates that those functions concerned with integration and use of the available

resources are among the least effective in implementation. Certainly the efficiency-function is not well served when there is unrealized duplication of course content and services offered in the majority of feeder schools or lack of awareness and use of supplementary resources that may exist in the community. Nor is it served when there is lack of awareness and use of supplementary resources that may exist in the community, or a lack of internal articulation and cooperation among the various divisions within the colleges.

Without a concern for professionalism that promotes continuing evaluation of programs and services, that establishes systematic inservice training opportunities, that clarifies the complementary roles of various staff members, the student personnel program will not make its potential contribution.

For the organization functions to be satisfactorily implemented, competent leadership is essential. While one cannot guarantee that professional training will produce competent leadership it would seem that the chances will be enhanced if a staff member with considerable professional experience and training in student personnel work is used in a leadership position. E.G. Williamson has recommended that every junior college should have at least one staff member with a doctor's degree in student personnel work or related areas. This goal may not be achieved in the near future; however, the probability will be enhanced if chief administrators will select their leaders from those having at least a master's degree in student personnel work. Such individuals, if given the encouragement and opportunity for additional training, may eventually fill the unfortunate void which seems to exist at the present time.

Assuming that competent leadership is discovered and developed it can be hoped that the effort will not be negated by an organizational pattern which prevents the chief student personnel officer from having a strong voice in the development of institutional policies. Without such a voice, those less directly involved with the pressing needs of students are apt to evaluate problems from an institutional point of view. Uncomfortable as the role may be, every institution must have a significant leader who will serve as a conscience in those moments when expediencies take precedence over individual human values.

FOOTNOTES

[1] THE PRE-COLLEGE INFORMATIONAL FUNCTION. Those activities of the college designed to communicate with prospective students as well as those closely related to them (e.g. teachers, family members, etc.) and through such communication (1) to encourage post-high school education, (2) to describe junior college opportunities, (3) to interpret any requirements for entering the junior college or its various programs, and (4) to identify sources of assistance for reaching a decision about college attendance. Illustrated Assignments: conferring with high school groups...preparing descriptive brochures...handling correspondence requesting college information...etc.

THE CAREER INFORMATION FUNCTION. Those activities of the college designed to obtain, analyze, and interpret occupational information and trends to students, advisors, instructors, and counselors. Illustrated Assignments: identifying useful sources of occupational data...analyzing published research on manpower needs...developing effective methods for disseminating occupational information...etc.

THE STUDENT INDUCTIVE FUNCTION. Those activities of the college designed to acquaint entering students (just prior to class attendance) with the plant and staff resources, student activities, college procedures, and regulations of the college. Illustrated Assignments: training student guides...interpreting student services...explaining college expectations and procedures...etc.

THE GROUP ORIENTING FUNCTION. Those activities of the college designed to provide organized group experiences for students conducted by college staff members, focused upon needs of the student and with emphasis upon (1) adjustment to the college program, (2) formulation of realistic and satisfying plans for the future, and (3) effective use of college and community resources. Illustrated Assignments: conducting orientation classes... interpreting occupational information...teaching effective study skills... planning course content...etc.

[2] THE APPLICANT APPRAISAL FUNCTION. Those activities of the college designed to obtain, organize, and appraise significant background information for each student to determine (1) his eligibility for admission to either the college or to various courses and curricula within the college, (2) his probable chances for success in various courses and curricula, and (3) any conditions or restrictions to be imposed on his admission or readmission. Illustrated Assignments: evaluating transcripts and test results...serving on an admissions committee...preparing case appraisals... etc.

THE EDUCATIONAL TESTING FUNCTION. Those activities of the college designed to assess by standardized testing procedures those abilities, aptitudes, achievements, and other personality variables which (1) are considered significant in educational and vocational appraisal of students and/or (2) those which are helpful in appraising their educational progress at the college. Illustrated Assignments: appraising a variety of potential measuring instruments...administering tests to groups of students...developing normative data for the college...etc.

THE PERSONNEL RECORDS FUNCTION. Those activities of the college designed to establish and maintain a cumulative record of student development as reflected in skills he develops, activities in which he participates, employment in which he is involved, awards he receives, and judgment rating of staff members. Illustrated Assignments: developing system for accumulating information...maintaining policy for confidential handling of student personnel records...preparing recommendations for senior colleges...etc.

3

THE APPLICANT CONSULTING FUNCTION. Those activities of the college designed to schedule and conduct conferences with applicants (individually or in small groups) who may seek or need staff assistance pertaining to their (1) admission to the college, (2) anticipated problems in attending college, (3) selection of vocational and educational objectives, or (4) selection of courses to fulfill curricular requirements. Illustrated Assignments: interpreting test results to applicants...interpreting curricular requirements...assisting students in selecting courses...etc.

THE STUDENT ADVISORY FUNCTION. Those activities of the college designed to bring each student into individual and continuing contact with a college staff member qualified to advise the student regarding such matters as (1) selection of courses for which the student is eligible and which are consistent with his curricular choice as well as any occupational or senior college preferences he may have, (2) evaluation of academic progress, (3) effective methods of study, and (4) identification of specific resources within the college or community that might meet the special needs of the student. Illustrated Assignments: scheduling advisees in classes...interpreting senior college requirements... interpreting study skills to individual advisees...etc.

THE STUDENT COUNSELING FUNCTION. Those consulting activities of professionally trained counselors designed to aid students who seek or need special assistance in (1) formulating vocational and educational goals, (2) clarifying their basic values, attitudes, interests and abilities, (3) identifying and resolving problems which may be interfering with their educational progress, and (4) identifying appropriate sources of assistance for resolving more intensive personal problems. Illustrated Assignments: administering and interpreting diagnostic tests...conducting counseling interviews...interpreting occupational information...etc.

4

THE CO-CURRICULAR ACTIVITY FUNCTION. Those activities of the college assiciated with development of cultural, educational, and vocational opportunities which supplement classroom experiences of students. Illustrated Assignments: arranging for cultural activities (musical, forensic, dramatic, etc.)...assisting student publications staff... assisting vocational interest groups...etc.

THE STUDENT SELF-GOVERNING FUNCTION. Those activities of the college designed to provide opportunities and encouragement for students to participate in self-governing activities that provide experiences in decision making through democratic processes. Illustrated Assignments: advising student governing organizations, conducting leadership training programs, supervising elections...etc.

5

THE STUDENT REGISTRATION FUNCTION. Those activities of the college designed to (1) officially register students, (2) collect demographic data, (3) expedite academic regulations, and (4) initiate and maintain official records of each student's academic progress and status. Illustrated Assignments: Designing registration forms and data processing procedures...processing class changes and withdrawals...processing instructor's grades...etc.

THE ACADEMIC REGULATORY FUNCTION. Those activities of the college designed to establish and maintain academic policies, procedures, and regulations that foster attainment of institutional objectives and commitments. Illustrated Assignments: expediting probationary policies... evaluating graduation eligibility...handling cases of student cheating... etc.

THE SOCIAL REGULATORY FUNCTION. Those activities of the college designed to establish and maintain policies, procedures, and regulations for control of social behavior of individual students and student groups. Illustrated Assignments: developing standards for personal conduct... handling cases of social misconduct...interpreting regulations to students and faculty...etc.

6

THE GRADUATE PLACEMENT FUNCTION. Those activities of the college designed (1) to locate appropriate employment opportunities for graduates of the junior college who may be suitably qualified, and (2) to provide prospective employers with placement information that may be helpful in reaching employment decisions. Illustrated Assignments: maintaining placement files...consulting with prospective employers...scheduling placement interviews...etc.

THE FINANCIAL ASSISTING FUNCTION. Those activities designed to provide or identify various sources of financial assistance (loans, grant-in-aids, part-time employment opportunities) for students whose progress or continuation in college may be impaired by the lack of finances Illustrated Assignments: reviewing loan requests...seeking new subscribers...locating part-time jobs...etc.

7

THE PROGRAM ARTICULATING FUNCTION. Those activities of the college designed to foster cooperative efforts of staff members among various divisions or department of the college (1) which will integrate the educational experience of the students, (2) which will foster development of supplementary educational opportunities for students, and (3) which will week increased continuity between junior college and pre-college experiences and between junior college and post-junior college experiences Illustrated Assignments: serving on faculty committees...attending joint meetings with high school counselors...visiting former students at senior colleges...etc.

THE IN-SERVICE EDUCATIONAL FUNCTION. Those activities of the college organized and designed to increase the effectiveness of staff participation in the various non-instructional functions of college through a planned program of in-service training or education. Illustrated Assignments: attending counselor in-service training meetings...distributing educational articles among staff...interpreting research data to college staff...etc.

THE STUDENT PERSONNEL EVALUATIVE FUNCTION. Those activities of the college designed to collect, analyze and interpret data concerning (1) the characteristics of and transitions within the student population, (2) the needs of students, (3) the use of college resources by students, (4) those factors affecting the progress of student during and following their junior college experience, and (5) the adequacy of various college services designed for student development. Illustrated Assignments: conducting studies of student characteristics...conducting follow-up studies...developing experimental projects...etc.

THE ADMINISTRATIVE ORGANIZATIONAL FUNCTION. Those activities of the college designed to provide adequate numbers of qualified professional and clerical staff members, suitable facilities and equipment, and an integrated plan of organization that will foster effective development and coordination of the student services program. Illustrated Assignments: interviewing prospective staff members...preparing budget requests for particular service or program...preparing job descriptions...etc.